



Theory of Change: Low-income jobseekers who are prepared for jobs in growth industries and provided long-term support get jobs with good pay and advancement potential.

Program Goal: To help people gain the skills they need to meet employer demand and get, keep and advance in economically self-sustaining jobs and contribute to the economic vitality of their communities and the Chicago region.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Pre- Employment Training and Placement

Target Population: Jobseekers with low literacy and numeracy skills and limited or no work experience

Components

- Provides Adult Basic Education, English for Speakers of Other Languages, or General Equivalency Diploma (GED) preparation
- Provides career awareness and exploration and a simulated work environment
- Offers resume preparation, interviewing techniques and soft-skills training
- Provides financial literacy training, budget and credit counseling
- Includes case management and resource referrals
- Provides placement and retention services
- Supports work and bridge programs

Evaluation Criteria

- Program recruitment, enrollment and completion rates
- Grade level gains and/or GED attainment
- Entrance into an educational or vocational training program
- Transitional or subsidized employment leading to permanent unsubsidized jobs
- Retention, wage rates, net income, and benefits
- Advancement opportunities
- Improved credit scores

STRATEGY B

Occupational Skills Training and Placement

Target Population: Job seekers with literacy and numeracy skills above the 9th-grade level

Components

- Includes employer input into curriculum development and instructors with industry experience
- Provides soft-skills training
- Offers industry-recognized certifications
- Provides financial literacy training, budget and credit counseling
- Maintains ongoing relationships with employers
- Provides placement and retention services

Evaluation Criteria

- Program recruitment, enrollment and completion rates
- Certification attainment
- Permanent, unsubsidized, full-time job placement
- Retention, wage rates, net income and benefits
- Advancement opportunities
- Improved credit scores

STRATEGY C

Systems Improvement and Innovation

Target Population: Systems through which job seekers and employers pursue workforce development services

Components

- Provides a clear action plan, developed with participant input, that includes benchmarks for progress, defined organization and sector goals and anticipated outcomes and timing
- Provides individualized technical assistance and/or advanced training for staff at participating organizations
- Offers opportunities for cumulative learning to promote effective systems integration and improvement
- Advocates for increased resources and improved policies, improved inter-agency as well as public-private coordination that reduces barriers to access for jobseekers and employers, and capacity building that enhances program planning and delivery

Evaluation Criteria

- Increased resources for the system and service providers
- Streamlined and enhanced service delivery
- Better labor market information
- Improved job quality
- Increased program participation by employers and job seekers
- Better alignment between workforce development and economic development systems that results in the reduction of skills mismatch by equipping people with the skills needed to meet employer demand
- Improved and streamlined data management systems that allow policymakers and service providers to identify needs, set program priorities and improve performance

Theory of Change: Increasing the supply of affordable housing improves individual lives and communities, generates and saves tax revenue and creates jobs and wealth. People who are stably-housed consume fewer public resources, are healthier and perform better on their jobs and in school.

Program Goal: To ensure that vulnerable populations, including homeless and low- and moderate-income individuals and families, have the opportunity to live in housing that meets their service needs and is not a cost burden.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Housing and Services to Prevent or End Homelessness

Target Population: Homeless or at-risk youth, adults and families

Components

- Aligns with Chicago's homelessness plan, *A Home for Everyone (Plan 2.0)*, and focuses on building long-term independence and stability
- Prioritizes services for people with multiple challenges, including physical and mental illness, active substance use and other high-risk behaviors
- Utilizes harm reduction, trauma-informed and asset-based principles
- Includes a comprehensive, developmentally-appropriate menu of services, including access to physical and mental healthcare, connection to mainstream resources and strong partnerships with child care and employment programs

Program models include

- Emergency financial support and services to prevent homelessness
- Rapid rehousing, short-term housing and supportive services
- Permanent supportive housing
- Collaborations that leverage public dollars and promote systemic change

Evaluation Criteria

- Client retention
- Positive movement toward stable housing, educational achievement and/or employment
- Client outcomes related to health and increased independence
- Number of clients who move to and/or maintain stable housing
- Number of clients who increase income/benefits

STRATEGY B

Affordable Rental Housing Production and Preservation

Target Population: Adults and families earning less than 60% of area median income and/or living in buildings with expiring affordability requirements or sub-standard conditions

Components

- Constructs and rehabilitates multi-family and single-room occupancy rental units
- Incorporates energy-efficient technology to lower building operating costs and tenant utility bills
- Offers contracts and employment opportunities to local sub-contractors and residents
- Includes community and tenant engagement and leadership development activities
- Provides low-cost, flexible financing to projects and communities underserved by mainstream lenders

Evaluation Criteria

- Number of new rental units developed or preserved
- Duration of affordability
- Percentage of household income paid for rent
- Number of jobs created
- Number of tenant councils formed
- Number and amount of loans

STRATEGY C**Homeownership Support and Preservation**

Target Population: Low- to moderate-income, first-time homebuyers and homeowners in or at risk of foreclosure

Components

- Constructs and rehabilitates for-sale units
- Incorporates energy-efficient technology to lower utility bills
- Offers contract and employment opportunities to local sub-contractors and residents
- Provides low-cost, flexible financing to projects and communities underserved by mainstream lenders
- Offers pre- and post-purchase homebuyer counseling that includes financial literacy training and credit counseling
- Provides foreclosure prevention counseling that informs homeowners of the process and negotiates with lenders on their behalf.
- Alternative models such as land trusts and cooperative, employer-assisted and lease-to-own housing are eligible.

Evaluation Criteria

- Number of for-sale units built or rehabilitated
- Number of people who receive counseling
- Number who improve credit scores
- Number of homes purchased
- Number of foreclosures averted
- Number of abandoned properties returned to productive use
- Number and amount of loans

STRATEGY D**Systems Improvement and Innovation**

Target Population: Local, state and federal policymakers; government decision-makers

Components

- Provides a clear action plan, developed with participant input, that includes benchmarks for progress, defined organization and sector goals and anticipated outcomes and timing
- Provides individualized technical assistance and/or advanced training for staff at participating organizations
- Offers opportunities for cumulative learning to promote effective systems integration and improvement
- Advocates to raise the profile of housing issues with decision-makers
- Encourages policies that leverage public dollars and promotes the sharing of resources across systems
- Advances policies that increase resources to address homelessness or increases the affordable housing supply including inclusionary zoning, density bonuses, trust funds and public awareness campaigns, and policies that remove barriers that hinder production and increase costs

Evaluation Criteria

- Description, number and length of activities
- Number of staff from participating organizations, including number who attended multiple sessions, and total number of organizations
- Documentation of learning that will lead to greater reach, impact, or efficiency for participating organizations and the sector
- Collection and assessment of reliable and useful data that informs ongoing sector development
- Adoption of policies that encourage the development and sustainability of supportive and affordable housing
- Increased financial resources for homelessness or affordable housing development and services
- Increased resources to prevent and ameliorate the impact of foreclosures



Theory of Change: Communities that are healthy, safe and affordable places to live and work require a mix of local businesses/industries to provide jobs, goods and services that improve economic and social well-being and provide residents with the ability to effectively manage their financial resources.

Program Goal: To create and retain jobs and community assets, which enhance individual economic opportunity and quality of life and provide residents with the knowledge, resources and tools to make sound financial decisions and improve financial behavior.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Business Development

Target Population: Prospective entrepreneurs, business owners and residents in low- and moderate-income communities

Components

- Provides entrepreneurship training programs, business incubators, microenterprise and small business development
- Provides minority and women business enterprise certification and contract procurement assistance with emphasis on anchor institutions, microenterprise/small business financing, and/or social enterprises

Evaluation Criteria

- Number of businesses created or expanded
- Number and type of jobs created
- Commercial and retail space developed
- Number of contracts secured
- Number of loans made
- Amount of financing

STRATEGY B

Financial Capability/Wealth Creation

Target Population: Low- and moderate-income individuals and families

Components

- Offers no-cost tax return preparation
- Provides financial literacy training, budget and credit counseling, credit-building activities, and individual development accounts (IDAs)

Evaluation Criteria

- Amount of tax refunds generated
- Amount of tax preparation and predatory loan fees saved
- Number of people who improve credit scores
- Number of people who establish banking/credit union relationships
- Number of people who use savings towards the purchase of an asset such as a house, business or investment in post-secondary education

STRATEGY C

Community Planning

Target Population: Community stakeholders including residents, local business owners and community organizations

Components

- Includes a planning process that combines the physical, social and economic aspects of development in a local community
- Provides residents with data and resources and assists them to gather input about community priorities

Evaluation Criteria

- Evidence of better-informed and engaged community residents
- Measure of resident input into local development decisions
- Improvement in physical, social and economic indicators
- Community priorities met

Theory of Change: High-quality and accessible legal services ensure basic access to justice, protect the rights of low-income individuals and families, and improve their stability and self-sufficiency. Communities are improved by civil legal services that ensure a wide array of social policies are implemented and sustained.

Program Goal: To increase access to legal services that address critical needs such as housing, economic security, health, family stability and personal safety.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Direct Assistance

Target Population: Low-income Chicagoans, including immigrants, people with disabilities and those impacted by discrimination, domestic violence or abuse

Components

- Provides culturally competent services and connects clients to an array of support needed to help stabilize their lives
- Uses technology to improve performance and innovation
- Leverages resources of the legal community
- Provides ongoing training and mentorship for staff and volunteer attorneys

Priority is given to organizations that collaborate with other social service agencies to enable provision of legal services in areas of high need and for joint initiatives that allow organizations to increase individual and collective impact. Attorney retention efforts are encouraged.

Evaluation Criteria

- Within each practice area for which funding is provided: number of clients represented in litigation; number represented without litigation; number provided with brief services; number served through information and referral
- Impact of legal aid including public benefits secured or other quantifiable costs saved
- Positive impact on clients' lives as a result of received legal or social services
- Retention of staff attorneys
- Self-help materials produced and distributed
- Number of trainings held for the public or other providers; number of attendees

STRATEGY B

Advocacy and Impact Litigation

Target Population: Public systems and policies that affect the rights, health and welfare of low-income individuals and families

Components

- Pursues cases that have the potential to achieve lasting effects in public policy that protect and advance the constitutional and civil rights of vulnerable communities
- Utilizes a multi-disciplinary team of topic experts, policy advocates, attorneys and communications specialists
- Collaborates with low-income individuals, grassroots groups and fellow advocates to build public support through information sharing and education
- Conducts research or promotes improved use of existing data
- Negotiates settlements
- Assists with implementation of court-mandated reforms
- Monitors compliance to maintain reforms

Evaluation Criteria

- Growth of productive relationships across allies, policymakers, media members and other key stakeholders
- Increased citizen support for policy changes
- Momentum gained from court filings or appearances
- Favorable rulings or legislative changes secured
- Upheld and continued implementation of reforms

STRATEGY C

Systems Improvement and Innovation

Target Population: Local, state and federal policymakers; other government decision-makers that support and advance the legal service sector and the justice system

Components

- Focuses on needs or issues that can be most effectively addressed through a collaboration that includes nonprofits, local government and private sectors
- Provides a clear action plan, developed with participant input, that includes benchmarks for progress, defined organization and sector goals and anticipated outcomes and timing
- Provides individualized technical assistance and/or advanced training for staff at participating organizations
- Offers opportunities for cumulative learning to promote effective systems integration and improvement
- Advocates to advance effective policies and practices, leverage public dollars and promote the development and sharing of resources across systems

Evaluation Criteria

- Description, number and length of activities
- Number of staff from participating organizations, including number who attended multiple sessions, and total number of organizations
- Documentation of learning that will lead to greater reach, impact, or efficiency for participating organizations and the sector
- Demonstrated progress toward systemic changes that lead to increased or improved resources or services
- Collection and assessment of reliable and useful data that informs ongoing sector development



STRONG COMMUNITIES

Safe Communities

PROGRAM GUIDES

POLK BROS FOUNDATION

Theory of Change - Building communities' and systems' capacity to reduce crime and violence creates safer neighborhoods where all residents can live and thrive.

Program Goal – To enhance community safety by supporting evidence-based interventions that lead to reductions in criminal behavior, offenses and incarceration, increased resources for those impacted by violence and more effective and equitable justice systems

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Youth Justice

Target Population: Justice-involved youth (<18) and those at-risk of delinquency

Components:

- Identifies and tracks at-risk individuals, and prevents them from committing crimes
- Provides holistic, age-appropriate, trauma-informed interventions (such as intensive case-management, peer counseling, and individual, group, and family therapy) proven to prevent or reduce offending, incarceration and/or recidivism.
- Supports youths' re-entry into communities after adjudication
- When appropriate, diverts offending youth to safe, accessible, and community-based alternatives to incarceration
- Re-engages youth in their education and connects them to complementary academic support, long-term mentoring, community service, recreational, job-training and employment opportunities
- Offers social-emotional learning and life-skills development (including conflict resolution, impulse-control and self-regulation)
- Equips guardians with the skills necessary to support youth at home and links both to additional supportive services including mental health, legal and social services

Evaluation criteria:

- Program enrollment, participation, retention and completion rates
- Parental involvement and inclusion
- School enrollment and consistent attendance
- Reduced suspensions and expulsions
- Increased graduation rates and academic matriculation amongst participants
- Decreased probation and parole violations
- Decreased delinquency, arrests, incarceration and/or recidivism

STRATEGY B

Adult Justice

Target population: Justice-involved adults and those at-risk of committing crimes

Components:

- Identifies and tracks at-risk individuals, and prevents them from committing crimes
- Provides holistic, trauma-informed interventions (such as intensive case-management, individual, group and family therapy) proven to prevent or reduce offending, incarceration and/or recidivism
- Supports adults' re-entry into communities after adjudication
- Provides or connects participants to educational, pre-employment and occupational skills training, and employment opportunities
- Offers opportunities for life- and soft-skills training
- Links individuals and their families to additional supportive services including mental health, substance-use treatment, legal, housing and social services

Evaluation Criteria:

- Program enrollment, participation, retention and completion rates
- Number of participants linked to and utilizing referred social, education and health other services
- Entrance into and completion of educational or vocational training programs
- Job placement and retention
- Reduced offending and criminal behavior
- Decreased probation and parole violations
- Decreased incarceration and/or recidivism



STRONG COMMUNITIES

Safe Communities

PROGRAM GUIDES

POLK BROS FOUNDATION

STRATEGY C

Community Justice

Target Population: Individuals and communities directly impacted by crime and violence

Components:

- Provides trauma-informed crisis interventions, peer and therapeutic counseling for individual or groups of survivors and witnesses of violence
- Refers impacted individuals to supportive services
- Identifies and tracks at-risk individuals, and prevents them from committing crimes
- Builds residents' capacity to resolve conflicts, support each other and promote peace in their communities
- Promotes pro-social and peace-building norms that reflect residents' collective values and culture

Evaluation Criteria:

- Number of individuals and communities reached
- Number of individuals connected and utilizing supportive services and resources
- Number, type of and attendance at planned community-wide events
- Increased collective efficacy, social cohesion and social support networks among community residents
- Increased perceptions of safety amongst residents
- Decreased community-wide crime and/or violence rates

STRATEGY D

Systems Improvement and Innovation

Target Population: Justice systems, local, state and federal policy makers and decision makers, and agencies that serve justice-involved populations

Components:

- Implements evidence-based system innovation that demonstrates best practices and leads to increased resources, improved policies, and effective service delivery that promote community safety, reduce racial and gender bias, and decrease disparities in the justice system
- Facilitates advocacy or interagency collaboration that engages key stakeholders, advances effective policies and practices, and/or provides opportunities for capacity building for participating organizations' staff
- Articulates collective work through a clear action plan that includes defined sector goals, progress benchmarks, and anticipated outcomes
- Conducts data collection and evaluation that informs and improves justice systems

Evaluation Criteria:

- Description, number and participation rates of activities
- Demonstrated progress toward systemic changes that lead to improved resources, practices or services in identified agencies and institutions
- Reliable and useful data and/or documentation of best practices that inform ongoing sector development

Theory of Change: To be effective, urban schools must have a strategic and collaborative principal, teachers who work together and benefit from high-quality professional development, clear instructional guidance and materials, positive relationships with parents and community members, and a learning climate that enables students to feel safe and motivated to do their best.

Program Goal: To improve student learning through increasing knowledge, skills, relationships, and motivation to achieve.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Principal Leadership

Target Population: Current and/or aspiring Chicago Public Schools principals

Components

- Training addresses the complex and varied elements of the principal's role and includes opportunities for peer networking and coaching

Evaluation Criteria

- Number of aspiring principals trained, passing CPS' eligibility process, placed in a principal, assistant principal or district leadership position, and retained for a minimum of two years
- Hours of training and follow-up support provided
- Improvement in school report card indicators, including test scores and school climate
- Evidence that principals focus their schools on challenging goals and high expectations for student achievement, provide high-quality opportunities for teachers' professional development and ongoing collaboration, and engage teacher teams, parents, and students in decision-making

STRATEGY B

Teacher Effectiveness

Target Population: Chicago Public Schools teachers

Components

- Teachers receive at least 15 hours of training that relates directly to what they do in their classrooms, equipping them to use new content and or strategies immediately
- Feedback is given as teachers implement what they learn (from classroom observation and or examination of student work) to encourage improvement
- Multiple teachers from a school are trained so they may support each other to sustain changes made and influence other teachers in the school
- When impractical to train multiple teachers in a school, an on-line learning community is used to provide ongoing support

Evaluation Criteria

- Number of teachers trained
- Number of teachers trained per school
- Hours of training provided and attended
- Amount and relevance of follow-up provided
- Evidence that teachers effectively implement what they learn
- Demonstrated transfer of knowledge to teachers and students

STRATEGY C

Parent Engagement and Community Schools

Target Population: Chicago Public Schools students, parents or caregivers, community members, and staff of nonprofit partners

Components

- Schools partner with nonprofit organizations to reduce students' barriers to learning and increase parent and community engagement in supporting students' learning at school and at home

Evaluation Criteria

- Amount and nature of support teachers and administrators receive to work effectively with parents and community members
- Number of hours of health, recreational, educational, or other supports offered for parents and number of parents attending
- Number of parents engaged in leadership positions, such as assisting in classrooms, serving on local school councils (LSCs), bilingual committees, or safety patrols
- Number of hours per week and nature of programs offered for students and number of students attending (outright, as a percentage of the total student population, and for more than 30 days)
- Evidence that out-of-school-time programs for students support what students learn during the academic day
- Type and monetary value of resources (programs, materials, counseling, etc.) offered by nonprofit staff and volunteers at no cost to the school(s)
- Indication that school-day attendance is increasing and chronic truancy is decreasing
- Indication that student academic performance is improving
- Demonstration that school climate indicators are positive and or improving



STRATEGY D

Learning Climate for Students

Target Population: Administrators, teachers, school counselors and/or social workers, security guards, and students

Components

- Training and support is provided to ensure schools create and sustain a safe, nurturing environment for students
- Interventions are asset-based, evidence-based, and aligned with Illinois Social/Emotional Learning Standards
- Goals and tools for students are developmentally appropriate
- Teachers receive feedback as they implement programs and/or strategies
- Whenever possible, multiple teachers in a school are trained to magnify impact and sustain improvements

Evaluation Criteria

- Ability to demonstrate that school climate indicators are positive and/or improving (based on CPS School Progress Reports when available)
- Evidence that students are developing self- and social-awareness skills, self-management and interpersonal skills, decision-making skills, establishing and maintaining positive relationships, and behaving responsibly at school and in other contexts
- Evidence that rules prohibiting physical violence and verbal abuse are consistently enforced and students' individual differences are respected
- Teacher practices are supportive and include constructive feedback and encouragement for positive risk-taking, academic challenge, individual attention, and opportunities for students to demonstrate knowledge and skills in a variety of ways

STRATEGY E

Systems Improvement and Innovation

Target Population: Local, state and federal policymakers; Chicago Public Schools and other government decision-makers

Components

- Advances evidence-based system innovation that demonstrates best practices and leads to increased resources, improved policies and service delivery, and collaboration that facilitates better student outcomes system-wide
- Advocates to improve and implement effective policies and practices, leverage public dollars and promote the development and sharing of resources across systems
- Articulates a clear and comprehensive action plan, developed with participant input, that includes benchmarks for progress, defined organization and sector goals, anticipated outcomes and timing, and opportunities for cumulative learning to promote effective sector-wide systems integration and improvement

Evaluation Criteria

- Demonstrated progress (including adoption of policies) toward systemic changes that lead to improved resources, practices or services in Chicago public schools
- Collection and assessment of reliable and useful data and/or development of best practices that inform ongoing sector development
- Engagement of key stakeholders and decision-makers, leading to policy and practice changes system-wide
- Documentation of learning that will lead to greater reach, impact, or efficiency for participating organizations and the sector



Theory of Change: Participation in high quality out-of-school-time programs results in better educational outcomes for youth.

Program Goal: To improve student learning through increasing knowledge, skills, relationships, and motivation to achieve.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Building Skills in Core Academic Subjects

Target Population: Chicago Public Schools students

Components

- Activities connect to and are informed by grade-level benchmarks, standards, and the school-day curriculum, and address students' individual needs
- An adequate number of adults are present to supervise and assist children and youth
- Participants are engaged in fun, safe, creative activities that help them build relationships with each other and adults
- Students are involved consistently over an extended period of time.
- Staff members communicate regularly with parents
- Staff regularly assess the effectiveness of the strategies used and make changes in a timely manner

Evaluation Criteria

- Number of students enrolled and amount of time they participate each day, week, month, and year
- Student retention in the program and in school
- Staff retention
- Evidence that programs support what students learn during the academic day
- Knowledge gains, grade letter gains, gains on standardized tests
- Attitude and motivation towards school work
- Quality of staff/parent communication
- Increase in homework completion

STRATEGY B

College Readiness, Access, and Completion

Target Population: Chicago Public Schools students

Components

- Workshops, test preparation classes, tutoring, and college visits prepare students for success in college
- Staff members advise and counsel students to build their confidence, motivation, and awareness of strengths and weaknesses
- Students learn strategies, such as developing a peer support group once in college, that increase their chances of staying in and completing college
- Parents understand the financial aid process and how to support their children's educational goals

Evaluation Criteria

- Number of students enrolled and amount of time they participate daily, weekly, monthly, and yearly.
- Student retention in the program and in school
- Staff retention
- Parent involvement in student support workshops
- Knowledge gains, increased high school grades and achievement test scores
- Improved attitude and motivation toward college
- Improved critical thinking skills
- High school and college graduation rates
- Number of students applying to, accepted into, attending, and completing college
- Amount, nature and duration of supports for college students



Theory of Change: Arts-infused learning opportunities involving classroom partnerships between teachers and artists lead to engaged students and enlivened educational experiences.

Program Goal: Improve teaching and learning in Chicago Public Schools (CPS) classrooms by supporting arts organizations to design, implement and evaluate interactive, multi-week creative processes integral to their core missions that support academic, artistic and social-emotional development goals of students.

While we understand these strategies overlap and inform one another (for instance, any strong arts integration program offers sequential artistic instruction and professional development of teachers), we ask that prospective grantees select the strategy that most aligns with the process and goals of their program. Resources to help support the work outlined here include The Chicago Guide for Teaching and Learning in the Arts (<http://www.cpsarts.org/resources/chicago-guide/>), the CPS Arts Education Plan (<http://www.cpsarts.org/arts-education-plan/>) and the artlook Map (<http://www.artlookmap.com/>).

STRATEGY A

Arts Instruction

Target population: Students in CPS schools with limited arts resources

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and social development
- Offers opportunities for advancement and performance/exhibition as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources
- Provides ongoing training for teaching artists in the art form and effective methods for working with youth

Evaluation criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention over time
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
- The artistic work and documentation of creative process
- Collection/assessment of evaluation data from program participants and staff

STRATEGY B

Arts Integration

Target Population: Students and teachers in CPS schools

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and linkages to curriculum in other subject areas
- Identifies learning goals for students in the academic subject, the art form and age-appropriate social-emotional development
- Develops goals and action steps to help teachers use the arts in other subject areas
- Offers opportunities for advancement and performance as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Provides training for teaching artists in the art form and effective methods to work with youth and teachers
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources

Evaluation Criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention overtime
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
 - Ability to make connections between art form and subject area studied
- The artistic work and documentation of creative process
- Collection/assessment of evaluation data from program participants and staff
- Teachers' use of the arts in other subject areas



STRATEGY C

Teacher Professional Development

Target Population: Teachers and students in Chicago Public Schools

Components

- Teachers receive at least 15 hours of training to design, implement and evaluate arts-infused, student-centered curricula that tie to state, CPS and Common Core learning standards and what they do in their classrooms
- Feedback is given once teachers implement what they learn (from classroom observation and/or examination of student work) to encourage improvement
- Multiple teachers from a school are trained so they may support each other to sustain the changes made and influence other teachers in the school
- When impractical to train multiple teachers in a school, an on-line learning community is used to provide on going support
- Programs also focus on improved access to and understanding of cultural resources

Evaluation Criteria

- Number of teachers trained per school and hours of training provided
- Teacher attendance and active participation throughout the academic year
- Amount and relevance of follow-up support provided
- Teachers demonstrate ability to create and evaluate arts-infused lesson plans
- Mechanisms for teacher input in program planning (advisory councils, web-based discussions, etc.)
- Development of professional learning communities within and across schools
- Documentation of students' creative process and resulting work
- Collection and assessment of evaluation data from program participants

STRATEGY D

Systems Improvement and Innovation

Target Population: Chicago Public Schools leaders and policymakers

Components

- A focus on needs or issues that can most effectively be addressed through a collaboration of engaged arts educators, policy-makers and other key decision-makers
- A clear action plan, developed with stakeholder input, that includes benchmarks for progress, defined goals at the student, school, arts partner and district levels, and anticipated outcomes and timing
- Individualized technical assistance and/or advanced training for staff from schools and arts partners to learn how to build sequential arts education programs and productive collaborations at the school level
- Ongoing data collection to inform system development
- Advocacy activities to increase resources and improve policies and practices

Evaluation Criteria

- Demonstrated progress (including adoption of policies), broad systemic changes that lead to improved resources, practices or provision of arts education in Chicago public schools
- An action plan to improve access to and quality of arts learning opportunities for students
- Increased resources for arts education
- Demonstration of streamlined and enhanced arts education provision
- Better district-wide information on arts education to identify needs, set priorities and improve performance
- Increased student and teacher participation in meaningful arts education experiences
- Stronger alignment within the arts education sector and across other organizations and sectors working to improve the district



Theory of Change: Youth involved in ongoing arts learning opportunities develop improved communication, collaboration, critical-thinking and technical skills, and expand their capacity for creativity and self-expression.

Program Goal: To increase access to sequential, advanced arts training during out-of-school time for low-income youth through support of community-based programs across all arts disciplines.

STRATEGY A

Creative Youth Development

Target Population: Low-income youth

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and social development (as outlined in The Chicago Guide for Teaching and Learning in the Arts: <http://www.cpsarts.org/resources/chicago-guide/>)
- Offers opportunities for advancement and performance as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources
- Provides ongoing training for teaching artists in the art form and effective methods for working with youth

Evaluation Criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention over time
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
 - The artistic work and documentation of creative process
- Collection and assessment of evaluation data from all program participants and staff



Theory of Change: Programs that promote healthy family relationships and youth development and offer equitable access to supportive services improve learning, increase self-sufficiency and resilience, and reduce violence for disadvantaged youth and low-income families.

Program Goal: To support youth and low-income families through comprehensive, evidence-based prevention, intervention and skills-training programs that lead to positive personal and social outcomes.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Positive Youth Development

Target Population: Youth from low-income families and under-resourced communities. PBF is particularly interested in supporting programs that engage homeless youth and those who are neither enrolled in school or participating in the labor market ("opportunity youth")

Components

- Provides a safe space and holistic set of evidence-based, age-appropriate services
- Builds on youths' strengths and interests and involves them in program development and implementation
- Motivates youth to participate
- Offers opportunities for skill-building (including conflict resolution, decision-making and problem-solving)
- Increases access to employment, education and/or health resources
- Provides real world activities that connect to broader communities

Evaluation Criteria

- Program enrollment, participation, retention and completion rates
- Demonstration of learning, behavior changes and skill development by participants
- Demonstration of social and emotional development
- Demonstration and youth-led change and impact in the organization or community
- Improved relationships with adults and peers
- Improved academic achievement, employability and/or health outcomes
- Increased self-awareness and self-confidence

STRATEGY B

Resilient Families

Target Population: Low-income families

Components

- Offers program that integrates parent education and child development and provides individual and family counseling
- Addresses the needs of family members individually and as a collective unit
- Involves families in decision-making and goal-setting processes so that services are individually-tailored and culturally-responsive
- Cultivates healthy attachment between caregivers and children
- Helps families identify social connections and community resources in areas such as health, job training and public benefits

Evaluation Criteria

- Program enrollment, participation, retention and completion rates
- Increased confidence in and understanding of child development and parenting skills
- Increased engagement of caregivers in their child's education and family life
- Improved literacy, academic performance and behavior of children in school
- Improved physical and mental health outcomes for all family members
- Improved ability for clients to identify and increase social support networks and follow-through with service referrals
- Reduced incidence of child abuse, neglect and violence

STRATEGY C

Family Violence Prevention and Remediation

Target Population: Youth and families impacted by violence

Components

- Provides crisis intervention and peer and therapeutic counseling for individuals and groups
- Incorporates evidence-based prevention and intervention curricula
- Helps clients develop personalized safety and action plans
- Increases awareness of and provides information and referrals to additional supportive services (such as housing, health care, etc.)
- Offers practices that help clients remain engaged

Evaluation Criteria

- Program enrollment, participation, retention and completion rates
- Increased positive coping skills, knowledge of personal strengths and protective behaviors
- Increased understanding of the process to address perpetrated violence, including the healing process and the short- and long-term effects of violence, and decreased feelings of shame and responsibility
- Improved ability to make informed decisions and access appropriate resources



Theory of Change: Providing comprehensive health education and services in schools addresses health-related barriers that keep students from learning and enables them to make informed decisions about their wellness, reduce risky behaviors and utilize health care services.

Program Goal: To improve the health of Chicago Public Schools students.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Health Promotion/ Risk Reduction

Target Population: Chicago Public Schools students

Components

- Targets physical and/or mental/behavioral health needs
- Delivers continuous, culturally-sensitive, developmentally-appropriate and evidence-based health care and information
- Provides follow-up after screenings and referrals
- Includes ongoing training and evaluation for presenters/staff
- Aligns with Chicago Public Schools (CPS) and or Chicago Department of Public Health (CDPH) goals

Evaluation Criteria

- Unduplicated number of students served
- Number and content of single-encounter and/or multi-session workshops presented
- Evidence of participant knowledge gain and belief, and attitude and behavior change
- Number of students screened, diagnosed and/or referred for follow-up care
- Number of students who subsequently access care and/or are connected to a medical home or primary care
- Improved health outcomes such as better managed asthma or increased physical activity

STRATEGY B

School- Based Health Care

Target Population: Chicago Public Schools students

Components

- Targets physical and/or mental/behavioral health needs
- Delivers continuous and comprehensive care, which is student-focused, culturally-sensitive, developmentally-appropriate, evidence-based, and confidential
- Collaborates with school partners
- Collaborates with local government and/or social service agencies
- Engages parents and the community
- Incorporates accountability mechanisms and performance improvement practices into administrative and clinical systems
- Aligns with CPS and/or CDPH goals

Evaluation Criteria

- Percentage of student body enrolled in school-based health services
- Unduplicated number of students served
- Number and type of encounters
- Number and content of health education presentations
- Number of students screened, diagnosed, treated and/or referred for care
- Number of students who subsequently access care and/or are connected to a medical home or primary care
- Impact on school environment
- Improved health outcomes such as decreases in disruptive behavior or increases in vaccinations
- Impact on pertinent student health issues, including teen pregnancy, STI rates, mental/behavioral health, chronic illness and others outlined by CPS and/or CDPH

STRATEGY C

Systems Improvement and Innovation

Target population: Systems and agencies through which Chicago Public Schools students access health education and services

Components

- Implements evidence-based system innovation that demonstrates best practices and leads to increased resources, improved policies and effective service delivery that benefit CPS students' health
- Inter-agency collaboration that engages key stakeholders, advocates for effective health policies and practices, provides opportunities for cumulative learning and/or capacity-building for participating organizations' staff
- Collective work articulates a clear action plan that includes defined sector goals, progress benchmarks, and anticipated outcomes
- Conducts data collection and evaluation that informs and improves health delivery and public health practice

Evaluation criteria

- Description, number and length of activities
- Number and type of participating organizations or engaged key stakeholders
- Demonstrated progress towards system changes and/or achievement of collective goals
- Enhanced or streamlined health service delivery
- Increased number of students connected to, accessing and retained in health services
- Reliable and useful student health data that informs the sector
- Documented best practices that inform the sector
- Improved student health outcomes, such as lower obesity or diabetes rates



HEALTH

Community-Based Services

PROGRAM GUIDES

POLK BROS FOUNDATION

Theory of Change: Expanding access to health resources in low-income communities reduces health disparities and enables residents to make informed decisions about appropriate care, reduce high-risk behaviors, and improve health outcomes.

Program Goal: To improve the health of low-income Chicago residents through increased access to community-based preventative and primary health care.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Health Promotion/ Risk Reduction

Target Population: Low-income Chicago residents at risk of poor health outcomes

Components

- Uses a holistic approach to address the comprehensive health needs of participants
- Emphasizes prevention and early intervention
- Provides culturally-sensitive, accessible, evidence-based information and services
- Teaches disease management
- Offers referrals for follow-up screening, support and/or primary care
- Includes ongoing training and evaluation for presenters/staff

Evaluation Criteria

- Unduplicated number of individuals served
- Number and content of single and/or multi-session workshops
- Evidence of participant knowledge gain and belief, attitude and behavior change
- Percentage of individuals who subsequently access care or are connected to a medical home
- Improved health outcomes such as better-managed chronic illness

STRATEGY B

Increased Access to Care

Target Population: Low-income Chicago residents who experience barriers to health care, including youth, immigrants, and individuals who are homeless, under-insured and/or differently-abled

Components

- Delivers comprehensive health care, including physical and mental health services
- Provides culturally-sensitive, accessible, and confidential intake services and treatment
- Emphasizes prevention and early intervention
- Responsive to community needs
- Connects to and retains clients in medical homes
- Collaborates with local government and social service agencies
- Incorporates accountability mechanisms and performance improvement practices into administrative and clinical systems

Evaluation Criteria

- Unduplicated number of individuals served
- Number and type of encounters
- Number of community health screenings or health education presentations
- Number of residents screened, diagnosed and/or referred for follow-up care
- Percentage of residents who subsequently access care and/or are connected to a medical home
- Increase in healthy behavior and/or compliance with doctor's recommended care plan
- Improved health outcomes such as a decrease in cholesterol levels or emergency room visits

STRATEGY C

Systems Improvement and Innovation

Target Population: Systems and agencies through which low-income, high-risk and hard-to-serve Chicago residents access preventative and primary health care services

Components

- Implements evidence-based system innovation that demonstrates best practices and leads to increased resources, improved policies and effective service delivery that benefit community health
- Inter-agency collaboration that engages key stakeholders, advocates for effective health policies and practices, provides opportunities for cumulative learning and/or capacity building for participating organizations' staff
- Collective work articulates a clear action plan that includes defined sector goals, progress benchmarks, and anticipated outcomes
- Conducts data collection and evaluation that informs and improves health delivery and public health practice

Evaluation Criteria

- Description, number and length of activities
- Number and type of participating organizations or engaged key stakeholders
- Demonstrated progress towards system changes and/or achievement of collective goals
- Enhanced or streamlined health care service delivery
- Increased number of patients connected to, accessing and retained in health services
- Reliable and useful community health data
- Documented best practices that inform the sector
- Improved health outcomes such as lower rates of chronic illness



SPECIAL PROJECTS

Enhanced Capacity

PROGRAM GUIDES

POLK BROS FOUNDATION

Theory of Change: Sustainable organizations are better able to deliver improved programs and positive outcomes for clients. Sectors that collectively advocate, innovate and collaborate are resilient in the face of economic, political and other environmental changes and can guide solutions.

Program Goal: Build and sustain the capacity of Polk Bros. Foundation grantees, and the sectors within which they work, to thrive, meet goals and serve clients effectively.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Organizational Development (Proposals by Invitation Only)

Target Population: Polk Bros. Foundation grantees that are seeking to build capacity in one of four key areas:

- Financial planning and management
- Marketing and communication
- Technology improvements
- Strategic restructuring and mergers

Components

- Defines an organizational need or issue based on internal and external research
- Partners with an outside expert to develop a plan that addresses the issue or facilitates the implementation of an existing action plan
- Identifies anticipated project outcomes and timing
- Demonstrates buy-in and sustained commitment for the project from the board and staff

Evaluation Criteria

- A written action plan to address the identified need with benchmarks for progress and a timeline for implementation or the actualization of a plan that demonstrates progress toward resolving the issue
- Demonstration of improved processes that will lead to greater reach, impact, or efficiency
- Development and application of a clear method for evaluation and use of data to inform continued improvement

STRATEGY B

Strengthening Sectors

Target Population: Polk Bros. Foundation grantees and the sectors in which they work

Components

- Organizes and coordinates the provision of technical assistance and advocacy training within a sector
- Works collaboratively with an engaged cohort of service providers to effectively define and address needs or issues that can be most effectively addressed
- Develops a clear action plan with participant input that includes benchmarks for progress, defined organization and sector goals, and anticipated outcomes and timing
- Offers opportunities for cumulative learning to promote effective systems integration and improvement
- Advocates to advance effective policies and practices

Evaluation Criteria

- Demonstrated progress toward resolving specific sector issues
- Documentation of learning that will lead to greater reach, impact, or efficiency for participating organizations and the sector
- Description, number and length of activities
- Number of staff from participating organizations, including number who attended multiple sessions (meetings to create action plans, learning opportunities, etc.), and total number of organizations
- Collection, assessment and dissemination of evaluation data that informs ongoing sector development